



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12541746
SAU: MSAD 60
School: Eric L Knowlton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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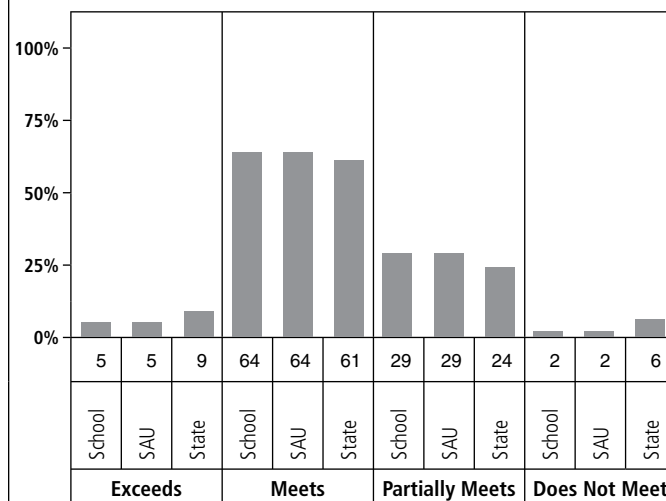
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 60
School: Eric L Knowlton School

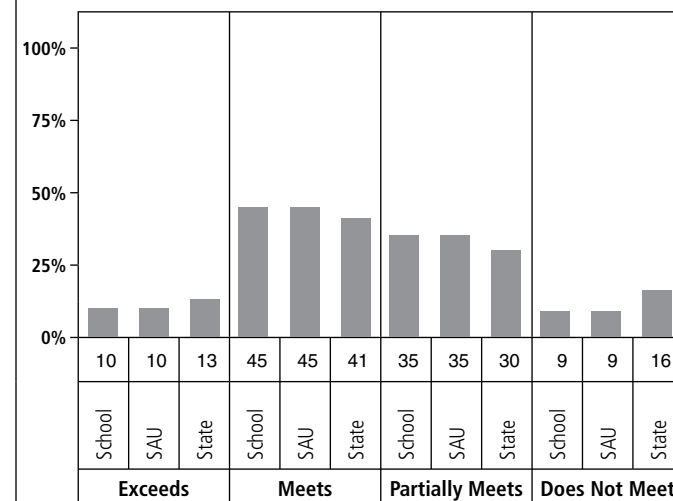
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	645	645	648
2008–2009	647	647	647
Cum. Avg.*	646	646	647
Mathematics			
2006–2007	646	647	643
2007–2008	645	645	642
2008–2009	645	645	643
Cum. Avg.*	645	646	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 60
School: Eric L Knowlton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	229	100	229	100	14251	100	224	98	224	98	14150	99	224	98	224	98	14156	100						
Ethnicity African American/Black	4	2	4	2	421	3	3	75	3	75	412	98	3	75	3	75	415	99						
American Indian or Native Alaskan	1	0	1	0	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	3	1	3	1	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	1	0	1	0	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	220	96	220	96	13309	93	216	98	216	98	13224	100	216	98	216	98	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	30	13	30	13	2468	17	28	93	28	93	2423	99	28	93	28	93	2426	99						
Current LEP	1	0	1	0	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	71	31	71	31	5780	41	71	100	71	100	5724	99	71	100	71	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	188	82	188	82	11369	80	188	82	188	82	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	36	16	36	16	2594	18	35	15	35	15	2605	18						
Identified disability (PET/IEP)	27	75	27	75	1881	73	26	74	26	74	1877	72						
LEP	1	3	1	3	155	6	1	3	1	3	161	6						
504 plan	6	17	6	17	74	3	6	17	6	17	71	3						
Other	3	8	3	8	519	20	3	9	3	9	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	1	0	1	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	5	2	5	2	75	1	5	2	5	2	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	11	4	11	4	1132	8
	2007-2008	15	6	15	6	1817	13
	2008-2009	12	5	12	5	1309	9
	Cum. Total*	38	5	38	5	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	151	60	151	60	8127	57
	2007-2008	149	60	149	60	8072	57
	2008-2009	143	64	143	64	8564	61
	Cum. Total*	443	61	443	61	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	61	24	61	24	3549	25
	2007-2008	62	25	62	25	3194	23
	2008-2009	65	29	65	29	3291	24
	Cum. Total*	188	26	188	26	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	29	12	28	11	1478	10
	2007-2008	23	9	23	9	981	7
	2008-2009	4	2	4	2	799	6
	Cum. Total*	56	8	55	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.6	60.0	33.6	60.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.9	59.5	11.9	59.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.6	60.0	21.6	60.0	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 60
 School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	224	12	5	143	64	65	29	4	2	647	224	5	64	29	2	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	3										3						403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	216	12	6	138	64	62	29	4	2	647	216	6	64	29	2	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	8	29	18	64	2	7	638	28	0	29	64	7	638	2236	1	30	48	22	637
No	196	12	6	135	69	47	24	2	1	648	196	6	69	24	1	648	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	223	12	5	142	64	65	29	4	2	647	223	5	64	29	2	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	71	3	4	38	54	29	41	1	1	644	71	4	54	41	1	644	5617	4	54	33	9	643
No	153	9	6	105	69	36	24	3	2	648	153	6	69	24	2	648	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	224	12	5	143	64	65	29	4	2	647	224	5	64	29	2	647	13959	9	61	24	6	647
Gender																						
Female	100	7	7	74	74	19	19	0	0	649	100	7	74	19	0	649	6743	13	63	20	4	649
Male	124	5	4	69	56	46	37	4	3	645	124	4	56	37	3	645	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	1	3	14	44	15	47	2	6	643	32	3	44	47	6	643	1408	4	41	43	12	641
No	192	11	6	129	67	50	26	2	1	647	192	6	67	26	1	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	224	12	5	143	64	65	29	4	2	647	224	5	64	29	2	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 60

School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	6	46	7	54	0	0	643	6	0	46	54	0	643	6	5	47	32	16	642
B. less than one hour	71	9	6	101	64	45	28	4	3	646	71	6	64	28	3	646	59	9	62	24	5	647
C. one to two hours	22	3	6	34	69	12	24	0	0	648	22	6	69	24	0	648	32	11	64	21	4	648
D. more than two hours	1	0	0	2	67	1	33	0	0	651	1	0	67	33	0	651	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	5	10	38	73	9	17	0	0	651	23	10	73	17	0	651	31	17	66	14	3	651
B. good	53	6	5	76	64	36	31	0	0	647	53	5	64	31	0	647	48	8	64	23	5	647
C. fair	20	1	2	23	52	16	36	4	9	642	20	2	52	36	9	642	18	2	48	40	10	641
D. poor	4	0	0	6	60	4	40	0	0	644	4	0	60	40	0	644	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	6	12	28	57	14	29	1	2	648	22	12	57	29	2	648	38	13	65	18	3	650
B. They match some of what I have learned.	61	6	4	89	65	38	28	3	2	646	61	4	65	28	2	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	16	0	0	25	69	11	31	0	0	647	16	0	69	31	0	647	10	5	48	36	11	642
D. There is no match.	1	0	0	1	33	2	67	0	0	641	1	0	33	67	0	641	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	21	3	6	26	55	18	38	0	0	646	21	6	55	38	0	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	65	8	5	94	64	40	27	4	3	646	65	5	64	27	3	646	66	10	64	22	4	648
C. easier than my regular schoolwork	13	1	3	23	77	6	20	0	0	648	13	3	77	20	0	648	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	9	29	19	61	3	10	638	14	0	29	61	10	638	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	8	6	84	67	32	26	1	1	647	56	6	67	26	1	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	30	4	6	48	73	14	21	0	0	649	30	6	73	21	0	649	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	6	5	70	60	38	33	2	2	646	52	5	60	33	2	646	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	46	6	6	70	67	26	25	2	2	647	46	6	67	25	2	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	3	75	1	25	0	0	646	2	0	75	25	0	646	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	17	1	3	33	85	4	10	1	3	648	17	3	85	10	3	648	23	15	65	16	4	650
B. 20 minutes to an hour	43	9	9	61	64	25	26	1	1	648	43	9	64	26	1	648	49	10	64	22	4	648
C. less than 20 minutes	13	1	3	17	57	12	40	0	0	647	13	3	57	40	0	647	11	6	58	29	7	645
D. I rarely read at home.	26	1	2	31	53	24	41	2	3	643	26	2	53	41	3	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	632	100	0	0	100	0	632						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	42	17	42	17	2092	15
	2007-2008	25	10	25	10	1474	10
	2008-2009	23	10	23	10	1807	13
	Cum. Total*	90	12	90	12	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	113	45	113	45	5731	40
	2007-2008	130	52	130	52	6008	43
	2008-2009	101	45	101	45	5662	41
	Cum. Total*	344	48	344	48	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	62	25	62	25	4175	29
	2007-2008	64	26	64	26	4244	30
	2008-2009	79	35	79	35	4219	30
	Cum. Total*	205	28	205	28	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	35	14	34	14	2308	16
	2007-2008	30	12	30	12	2346	17
	2008-2009	20	9	20	9	2290	16
	Cum. Total*	85	12	84	12	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	31.8	56.8	31.8	56.8	30.6	54.6
A. Number	18	32	10.8	60.0	10.8	60.0	10.3	57.2
B. Data	12	21	7.1	59.2	7.1	59.2	6.6	55.0
C. Geometry	14	25	7.2	51.4	7.2	51.4	7.3	52.1
D. Algebra	12	21	6.6	55.0	6.6	55.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 60
School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	223	23	10	101	45	79	35	20	9	645	223	10	45	35	9	645	13978	13	41	30	16	643
Ethnicity																						
African American/Black	3										3						406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	215	23	11	96	45	76	35	20	9	645	215	11	45	35	9	645	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	27	2	7	7	26	14	52	4	15	638	27	7	26	52	15	638	2248	3	18	33	46	629
No	196	21	11	94	48	65	33	16	8	646	196	11	48	33	8	646	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	222	23	10	100	45	79	36	20	9	645	222	10	45	36	9	645	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	71	4	6	28	39	30	42	9	13	640	71	6	39	42	13	640	5620	6	33	37	25	637
No	152	19	13	73	48	49	32	11	7	647	152	13	48	32	7	647	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	223	23	10	101	45	79	35	20	9	645	223	10	45	35	9	645	13974	13	41	30	16	643
Gender																						
Female	99	8	8	48	48	33	33	10	10	644	99	8	48	33	10	644	6738	12	40	32	16	642
Male	124	15	12	53	43	46	37	10	8	645	124	12	43	37	8	645	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	10	31	16	50	6	19	637	32	0	31	50	19	637	1410	3	24	41	32	634
No	191	23	12	91	48	63	33	14	7	646	191	12	48	33	7	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	223	23	10	101	45	79	35	20	9	645	223	10	45	35	9	645	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 60

School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 71 22 1	1 18 4 0	8 11 8 0	5 75 20 1	38 47 42 33	6 51 20 2	46 32 42 67	1 15 4 0	8 9 8 0	642 646 643 640	6 71 22 1	8 11 8 0	38 47 42 33	46 32 42 67	8 9 8 0	642 646 643 640	6 59 32 3	7 13 14 11	32 41 41 31	28 30 31 33	32 16 14 26	636 643 644 639
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	28 42 25 5	14 8 1 0	22 9 2 0	36 46 18 1	57 49 32 9	12 31 28 8	19 33 50 73	1 8 9 2	2 9 16 18	652 645 638 632	28 42 25 5	22 9 2 0	57 49 32 9	19 33 50 73	2 9 16 18	652 645 638 632	30 46 20 4	27 9 2 1	45 45 29 15	18 31 43 46	9 15 26 38	651 643 635 630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 50 13 1	12 9 2 0	15 8 7 0	39 51 10 1	50 46 33 33	22 43 13 1	28 38 43 33	5 9 5 1	6 8 17 33	648 644 640 637	35 50 13 1	15 8 7 0	50 46 33 33	28 38 43 33	6 8 17 33	648 644 640 637	35 50 13 3	18 11 8 5	42 43 31 16	27 31 36 27	13 15 26 51	646 643 638 628
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	32 56 12	4 12 6	6 10 23	35 57 9	49 46 35	26 44 9	36 35 35	7 11 2	10 9 8	644 644 648	32 56 12	6 10 23	49 46 35	36 35 35	10 9 8	644 644 648	32 56 12	7 13 31	40 42 36	34 30 20	20 15 13	640 644 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	51 45 4	11 12 0	10 12 0	49 48 4	43 48 50	42 35 2	37 35 25	12 5 2	11 5 25	643 647 640	51 45 4	10 12 0	43 48 50	37 35 25	11 5 25	643 647 640	51 45 4	11 15 12	41 41 28	31 29 32	16 16 28	643 644 638
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	3 19 61 17	1 4 8 9	14 10 6 24	1 12 73 15	14 29 54 39	3 19 44 13	43 45 33 34	2 7 10 1	29 17 7 3	640 640 645 649	3 19 61 17	14 10 6 24	14 29 54 39	43 45 33 34	29 17 7 3	640 640 645 649	6 33 45 16	8 10 15 15	29 37 44 41	29 34 29 28	34 19 12 16	635 641 645 644
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	4 21 49 26	1 7 13 2	13 15 12 3	3 20 50 28	38 43 45 47	3 15 36 25	38 33 33 42	1 4 11 4	13 9 10 7	644 648 645 642	4 21 49 26	13 15 12 3	38 43 45 47	38 33 33 42	13 9 10 7	644 648 645 642	9 26 31 34	14 15 13 11	35 40 43 40	29 30 30 31	22 16 14 18	641 644 644 642
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	15 34 30 21	1 6 9 7	3 8 14 15	13 34 35 19	39 45 53 40	16 28 14 20	48 37 21 43	3 8 8 1	9 11 12 2	640 645 646 647	15 34 30 21	3 8 14 15	39 45 53 40	48 37 21 43	9 11 12 2	640 645 646 647	17 28 31 23	8 13 15 14	35 42 43 39	33 30 30 30	24 15 13 17	639 643 645 643
Optional school/SAU question A. B. C. D.	0 0 100 0			0 0 0 0	0 0 0 0	1 100	0 0	0 0	0 0	640	0 0 100 0	0 0 0 0	0 0 100 0	0 0 0 0		640						

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